



University Assessment Committee Meeting

Date: Monday, October 7, 2024; Time: 9:00 – 10:30 AM

Location: MSC Room 2W16-B-Student Resource Center Conference Room or Microsoft Teams

Minutes

Members Present: Chris Atkins, Nandini Manne, Margaret McLaughlin, Kim DeTardo-Bora, Loukia Dixon, Tiffany Hartman, Amanda Meadows, Drew Stephenson, Adam Russell, and Mary Beth Reynolds

Members Absent: Ben Spurlock, April Fugett, Paula Lucas, Diana Adams, Mehdi Esmaeilpour, Brian Hoey, Tim Melvin, Larry Sheret, Le'Kesha Taylor, Susan Tusing

Members Needed: Student representative, COLA representative

1. The meeting started with introductions, and we welcomed new members Drew Stephenson, representing the Lewis College of Business and Amanda Meadows, representing the Graduate Council.
2. Margaret McLaughlin made a motion, seconded by Nandini Manne that approval of the minutes of the April 29, 2024 minutes be tabled until our December meeting. The motion was approved.
3. Mary Beth Reynolds reviewed the results of the spring syllabus evaluations. She reminded committee members, most of whom had participated in the review, that the main purpose of the review was to determine whether learning outcomes sections of the same course taught using different modalities (e.g., one section offered face to face and the other offered in an asynchronous online format) were the same. Results of 67 matched course sections found that 43 (64%) had matching learning outcomes, while 24 (36%) did not. We discussed the importance of the same course having the same student learning outcomes, regardless of instructor or modality in which the course is taught. Drew Stephenson shared that an accreditor for one of the programs in the Lewis College of Business had stressed this same point. Mary Beth asked committee members to share the results of our syllabus assessment with faculty and staff in the units they represent and said she also would share this information with college deans and department chairs.
4. We reviewed the results of the fall 2023 assessment report analysis and Mary Beth reviewed the process we use review the reports, including the rubric we use to review assessment reports. She said that she would shortly send assignments for reviewing reports for academic year 2023-2024 and asked that committee members complete these reviews by the end of January 2025.
5. Mary Beth told committee members that we are in the process of upgrading Taskstream, the Watermark product we use to report assessment of student learning, to Watermark's new product called *Planning and Self-Study*. She asked for volunteers to pilot this new product for the 2024-2025 assessment reports. Nandini Manne and Drew Stephenson said the School of Pharmacy and the

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Lewis College of Business would like to participate in the pilot. Loukia Dixon said she thought Communication Disorders might also like to participate but will check with her colleagues to be sure.

6. Mary Beth also asked committee members to check with the units they represent to see if faculty would like to volunteer to help revise our current *Creative Thinking* rubric. She explained that the Summer Assessment Team has used this rubric, and they feel that the rubric is too focused on "*Creative Problem Solving*," not equally representing creative work produced by the programs in the College of Arts and Media. She said she had spoken with Ben Eng, Interim Dean of the LCOB and Director of the iCenter, and he has agreed that iCenter personnel can work with our committee on this project.
7. We discussed the importance of co-curricular assessment. In response to Drew's request for a definition, Mary Beth explained that co-curricular learning refers to learning that extends beyond the classroom. She said that one way to look at this was to align beyond the classroom learning opportunities to the Baccalaureate Degree Profile (BDP) outcomes. Tiffany Hartman is overseeing co-curricular assessment in the units within Student Affairs. She noted that the activities in which students engage in the Student Affairs units align with some of the BDP outcomes, but not with all. She noted that many Student Affairs' units at other universities develop their own student learning outcomes. Mary Beth responded that Marshall's Student Affairs developed outcomes several years ago and that she would share these with Tiffany.

We had further discussions about other types of co-curricular learning. For example, many of our students extend their learning beyond the didactic classroom through experiential learning during internship, practicum, and study abroad experiences, among others. Nandini Manne noted that this was especially true for students in the School of Pharmacy, with Loukia Dixon and Drew Stephenson saying it was important for their students as well.

8. Mary Beth shared that we would like to collect documentation regarding faculty scholarship in the area of diversity. This generated some discussion on the spot, with Loukia Dixon providing some specific examples of continuing education presentations the Communication Disorders' faculty had recently made on topics such as social determinants of health, ethics. Tiffany Hartman discussed her dissertation topic, which is on first generation college students.

The meeting was adjourned shortly before 11:00 AM.

Respectfully submitted,

Mary Beth Reynolds